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but of inorganic, stellar, molecular, social, and historic evolution, but the author has done surprisingly well in the attempt. The reading of the book will give a layman a very good notion of the scope and method of evolution, as the average well-informed scientist thinks of it at present. The author is a thorough-going Darwinian, believing that natural selection is the best means yet suggested to account for the way in which evolution has been brought about in the organic world. He also is a firm believer in sexual selection to account for secondary characters. While he is reasonably fair, he is by no means unbiased, and he dismisses some of the opposing theories rather curtly. He thinks that the name Mendelism is "an excessive compliment to a certain very ingenious and industrious Abbot, Mendel." He states that the most interesting feature of recent Mendelism is the postulation of formative elements in the germ which will build up specific characters, and that only a small minority of biologists, embryologists, and zoölogists accept the theory. The latter statement may be true in regard to the presence of specific formative elements in the germ, though even that is doubtful; but the lay reader will get, as the significance of the passage, that it is Mendelism itself that is rarely accepted, which is quite untrue. On p. 109, discussing the opinions of the Mutationists (often called Mendelists!), he states that "fluctuations are said to be due to environmental influence, and to be transmissible. Mutations are due to changes in the determinants, and are not transmissible." He has the notion of transmission exactly reversed in this passage. He discusses the transmission of acquired modifications, and concludes that the matter is still unsettled and must await further evidence, and yet throughout the book he constantly slips into the assumption that such modifications are transmitted. He is largely an adherent of the modified nebular hypothesis. He does, in a footnote, refer to the planetesimal hypothesis, but with the comment that few astronomers believe in it. While there are several points to be criticized, yet on the whole the book is to be recommended as a very readable and fair presentation of the subject.

E. R. D.

Religious Education in the Family. By HENRY F. COPE. Chicago: The University of Chicago Press, 1915. Pp. xii+298. \$1.25.

This is a book both for private reading and for class work. It is simple in style, trenchant in utterance, and full of quotable paragraphs. For class work, the references for study, the books suggested for further reading, and the topics for discussion add much to its practical value. The author knows his subject and knows what he is after. He is abreast with the times religiously and psychologically, and puts a "large round-about common-sense" into the entire discussion.

He defines education as "the orderly development of lives, according to scientific principles, into the fulness of their powers, the realization of all their

possibilities, the joy of their world, the utmost rendering in efficiency of their service" (p. 47). A religious education "seeks to direct a religious process of growth with a religious purpose, for religious persons." He suggests that the problem of religious education is not one of mechanics but persons. The child is a unit. Virtues are not in compartments. The religious education of a child cannot be left to times and seasons. It is a work of Monday and all the week as well as of Sunday. It must be fostered in daily tasks and through the entire life of the home. The home is the place to train human beings to harmonious usefulness in their world. The family is our great opportunity to make a good future for society.

The entire book is a manly plea for painstaking work with children by all who influence them.

The author gets upon basic principles in such sections as that upon "The Organization of Loyalty" (p. 57). His practical suggestions are wise and far-reaching in such chapters as those upon "Stories and Reading," "The Use of the Bible in the Home," "Sunday in the Home," "Family Worship," "The Family and the Church," etc. His chapters upon "Dealing with Moral Crises" will help many a parent and teacher in their crises of doubt as to how to deal with them.

The author sets no easy task before those who would make full use of the home for religious education. He sees the weakness of modern homes in this respect. He would doubtless agree with a chief of police in one of our cities, who said, "the greatest need of today is a reform school for parents." But he also sees sure results if parents do their part. The harvest is certain if the field is rightly tilled by the home.

This book was well worth writing, which makes it well worth reading. It is a book for every home. And it will be yet more valuable to those who can study and discuss its contents in classes or clubs and in Bible schools. It has two valuable appendixes and a good index.

HENRY FAVILLE

LAKE MILLS, WIS.

State and County School Administration. Vol II, "Source Book," by ELLWOOD P. CUBBERLEY and EDWARD C. ELLIOTT. New York: Macmillan, 1915. Pp. xxi+728.

This is a book for the serious student of educational administration, and not for the general, or at least the superficial, reader. As the title indicates, it is a book of original documents for the most part. There is some comment by the authors, mainly by way of introducing the records and opinions relating to the various aspects of educational organization and administration which are discussed. It is an excellent book of reference for all who are concerned with the administration of large educational units. It will make an indispensable textbook for universities, colleges, and normal schools offering